



Holly Springs Elementary

120 Holly Springs Rd
Pickens, SC 29671

Grades	PK-5 Elementary School	
Enrollment	223 Students	
Principal	Donna Harden	864-898-5590
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Average
2006	Good	Below Average
2005	Good	Below Average
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

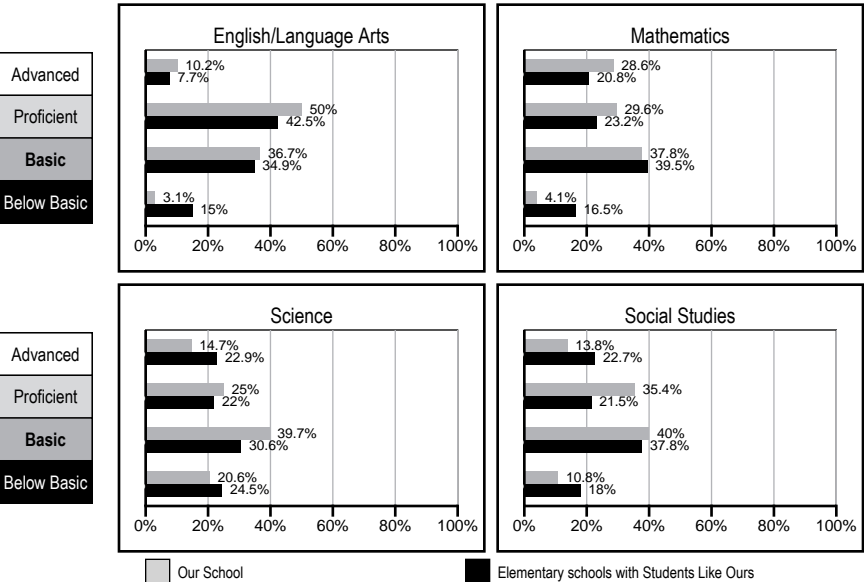
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	30	57	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=223)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.9%	Up from 0.0%	1.9%	2.3%
Attendance rate	97.0%	Up from 96.4%	96.4%	96.3%
Eligible for gifted and talented	19.4%	Up from 16.2%	15.3%	10.4%
With disabilities other than speech	1.8%	Down from 3.3%	6.6%	7.5%
Older than usual for grade	0.6%	Up from 0.0%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	66.7%	Down from 73.3%	59.5%	56.7%
Continuing contract teachers	94.4%	Up from 86.7%	80.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.8%	Down from 93.2%	89.4%	86.4%
Teacher attendance rate	95.3%	Down from 96.7%	94.8%	94.9%
Average teacher salary	\$48,256	Up 0.9%	\$46,297	\$45,345
Professional development days/teacher	23.3 days	Up from 21.0 days	13.2 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 17.0 to 1	19.5 to 1	18.5 to 1
Prime instructional time	91.0%	Down from 92.3%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,594	Up 9.2%	\$6,406	\$7,052
Percent of expenditures for instruction*	57.6%	Down from 58.5%	69.8%	69.1%
Percent of expenditures for teacher salaries*	53.1%	Down from 54.9%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Holly Springs Elementary School is located in the rural, mountainous northern section of Pickens County. We serve students in grades K4 through five. We are a child-centered "community" school with the motto "The small school with a big heart," indicative of the emphasis we place on the welfare of our wonderful student population. With the help of our PTO and community, we provide excellent instruction in a warm and inviting atmosphere.

We are very proud of the accomplishments of our students and staff. We were Scholastic Book Fairs Kids Are Authors national winners for five years in a row. We have won first place on three occasions and received an honorable mention two years. No other school in the nation has ever won the award more than once. Another national award was won this past year for the Pizza Hut Book It contest. Our fifth grade class competed nationally and won \$20,000.00 for our school library along with a Nickelodeon celebration for the entire school. For the past ten years, we have had at least two gold or two silver award winners at the Regional Science Fair.

We are certified as a "Schoolyard Habitat" by the National Wildlife Federation and received a "Carolina Fence Garden" certification from the SC Wildlife Federation. A community garden club helps maintain the grounds.

Holly Springs has a very strong guidance program that promotes service learning among our students. Our guidance counselor was named SC Elementary Counselor of the Year in 2000.

One-third of our classroom staff is National Board Certified teachers, the largest percentage in the district. Our media specialist is a Fulbright Memorial Fund Scholarship winner for 2002-2003. The Fulbright Memorial Fund named one second grade teacher a Master Teacher for 2003-2004. One kindergarten teacher serves on the State Early Childhood Advisory Board and is listed in "Who's Who Among America's Teachers."

Our "Around-the-World Day," Nursery Rhyme Program, Fairy Tale Plays, Thanksgiving Feast, Fall Festival, Heritage Fair, Spring Fling, talent show, reading celebration, family fun nights and Fifth Grade Celebration involve the entire community.

We were named a Palmetto Silver Award Winner in 2002 and 2003 for outstanding improvement on the Palmetto Achievement Challenge Test and Palmetto Gold in 2004. Holly Springs was also recognized by the Education Oversight Committee for closing the achievement gap where our free/reduced target group, at or above the 90th percentile, scored Basic or higher on the PACT test for six consecutive years. We received an Excellent absolute for our Spring 2003 PACT scores and again in 2004. In 2006 we were named a "Red Carpet" School for being family friendly in all that we do and a "Safe Kids School" in 2007. Holly Springs is a wonderful place to work and learn!

Donna Harden, Principal

Lori Newman, Chairperson, School Improvement Committee

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	33	20
Percent satisfied with learning environment	100.0%	93.9%	90.0%
Percent satisfied with social and physical environment	100.0%	90.9%	90.0%
Percent satisfied with school-home relations	100.0%	93.9%	85.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	103	100	3.1	36.7	50	10.2	79.6	55.9	48.2	Yes	Yes
Gender											
Male	50	100	2.2	50	41.3	6.5	69.6	49.1	41.7	N/A	N/A
Female	53	100	3.8	25	57.7	13.5	88.5	63	55	N/A	N/A
Racial/Ethnic Group											
White	100	100	2.1	37.9	50.5	9.5	80	58.4	60	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	36.2	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	17.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	49	100	4.5	40.9	50	4.5	75	41	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	103	100	4.1	37.8	29.6	28.6	69.4	52.3	45.8	Yes	Yes
Gender											
Male	50	100	4.3	41.3	21.7	32.6	60.9	52.2	45.6	N/A	N/A
Female	53	100	3.8	34.6	36.5	25	76.9	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	100	100	3.2	38.9	28.4	29.5	69.5	55	59	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	28.8	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	18.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	49	100	6.8	45.5	25	22.7	54.5	37.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	71	100	20.6	39.7	25	14.7	39.7	43.9	35.7	97	96.2
Gender											
Male	37	100	14.7	41.2	20.6	23.5	44.1	46.3	37.4	96.7	96.2
Female	34	100	26.5	38.2	29.4	5.9	35.3	41.4	33.8	97.2	96.3
Racial/Ethnic Group											
White	69	100	21.2	39.4	24.2	15.2	39.4	46.9	49.2	97	96.2
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	19.4	17	94.9	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	99.7	98
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	N/A	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.9
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	15.7	14	95.9	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	98	97.3
Socio-Economic Status											
Subsided meals	35	100	28.1	37.5	25	9.4	34.4	30.4	21.1	96.6	95.3

Social Studies

All Students	69	100	10.8	40	35.4	13.8	49.2	43.8	34	97	96.2
Gender											
Male	32	100	13.8	37.9	31	17.2	48.3	46.1	36.6	96.7	96.2
Female	37	100	8.3	41.7	38.9	11.1	50	41.3	31.3	97.2	96.3
Racial/Ethnic Group											
White	68	100	9.4	40.6	35.9	14.1	50	45.8	44.5	97	96.2
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	24.6	19.1	94.9	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	99.7	98
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	N/A	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.9
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	16.3	14.4	95.9	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	98	97.3
Socio-Economic Status											
Subsided meals	34	100	10	46.7	33.3	10	43.3	29.6	21	96.6	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	36	100	2.9	20	74.3	2.9	77.1
	4	36	97.2	5.9	26.5	58.8	8.8	67.6
	5	33	100	12.5	43.8	37.5	6.3	43.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	3.4	27.6	51.7	17.2	69
	4	37	100	0	25.7	65.7	8.6	74.3
	5	35	100	5.9	55.9	32.4	5.9	38.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	36	100	5.7	62.9	20	11.4	31.4
	4	36	100	5.7	34.3	42.9	17.1	60
	5	33	100	9.4	43.8	25	21.9	46.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	0	55.2	20.7	24.1	44.8
	4	37	100	2.9	22.9	37.1	37.1	74.3
	5	35	100	8.8	38.2	29.4	23.5	52.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	18	100	16.7	55.6	16.7	11.1	27.8
	4	36	100	5.7	48.6	28.6	17.1	45.7
	5	17	100	18.8	25	31.3	25	56.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	16	100	37.5	25	25	12.5	37.5
	4	37	100	8.6	51.4	25.7	14.3	40
	5	18	100	29.4	29.4	23.5	17.6	41.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	18	100	0	64.7	35.3	0	35.3
	4	36	100	14.3	31.4	31.4	22.9	54.3
	5	16	100	25	43.8	12.5	18.8	31.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	15	100	7.7	38.5	53.8	0	53.8
	4	37	100	14.3	42.9	22.9	20	42.9
	5	17	100	5.9	35.3	47.1	11.8	58.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/AV–Not Available

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I/S–Insufficient Sample